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By-Bruton, Sally A.
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Reported is a summer tutorial project in Columbia, South Carolina, in which high school and college students tutored elementary school children. Remedial reading and math were emphasized, and arts and crafts and recreational activities were also provided. Field trips were used to reward regular student attendance. The report describes the project area and the tutorial and recreational activities. In recommending the continuation of the project it is also suggested that such existing recreational facilities as parks and playgrounds be better utilized and maintained. (NH)

ED028215

RICHLAND-LEXINGTON ECONOMIC OPPORTUNITY AGENCY OEO-41

summer tutorial project

A report by Sally A. Bruton

UD 007 438

RESOURCE DEVELOPMENT INTERNSHIP PROJECT

SOUTHERN REGIONAL EDUCATION BOARD / OFFICE OF ECONOMIC OPPORTUNITY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SUMMER TUTORIAL PROJECT

By Sally A. Bruton

For

Richland-Lexington Economic Opportunity Agency

January, 1968

Project Committee

Herbert Dodd, Jr., Columbia, South Carolina
W. F. Putnam, University of South Carolina
James Witherspoon, Jr., Columbia, South Carolina
Annie Bell Weston, Columbia, South Carolina
William F. O'Neal, Columbia, South Carolina

UD 007 838

RESOURCE DEVELOPMENT INTERNSHIP PROJECT/Sponsored by Office of Economic Opportunity/Administered by Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313.

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FOREWORD

This report represents the work of a college student serving as an intern in resource development for 12 weeks. The intern with the assistance of agency officials, local citizens and a university professor has carried out a project needed by the local organization to which he was assigned.

The practical utility of the project for the local situation and the use of the project as an educational opportunity for the student are equally stressed. To increase the educational value of the internship, students are counseled individually by the university or college professors on their committees and also attend seminars on development emphasizing the interrelationships of various programs, approaches and facets of development.

This report includes the student's findings, observations, suggestions and opinions as well as recording information he has obtained. Therefore the report does not necessarily reflect the attitudes, plans or policies of the local organization, participating university or college, sponsoring agency or the Southern Regional Education Board. It is a student's contribution to the continuing processes of social and economic growth in our region.

Internships in resource development are offered to college juniors, seniors and graduate students as service-learning opportunities in social and economic change. Beginning with four students in 1964 under cooperative arrangements between the Clinch-Powell River Valley Association, Tennessee Valley Authority and the University of Tennessee, the program has grown to include a total of 182 internships through the summer of 1967. Interns are sponsored by five agencies involved in development efforts and interested in the motivation and education of young persons as potential career workers and community leaders in development programs. These agencies are: Appalachian Regional Commission, Economic Development Administration, Office of Economic Opportunity, Tennessee Valley Authority and U. S. Department of Labor.

Internships are administered by the Resource Development Project of the Southern Regional Education Board. SREB is a public agency of fifteen Southern states created by interstate compact to assist in the development of higher education and the fostering of social and economic growth in the southern region. Further information on the internship programs may be obtained from:

Resource Development Project
Southern Regional Education Board
130 Sixth Street, N. W.
Atlanta, Georgia 30313

9/13/67

INTRODUCTION AND OBJECTIVES

The Summer Tutorial Project was an experimental project designed to combat poor school performance and school drop-out rates in the Waverly section of Columbia, South Carolina. The project attempted to provide high school and college students to tutor the elementary school children in the area. Most of the tutorial work was in remedial reading and mathematics, but other subject areas were also included as deemed necessary. The project also provided arts and crafts and recreation activities for the children. Field trips provided the child with educational and cultural enrichment experiences. The project hoped to broaden the horizons and deepen the education of students volunteering as tutors and to encourage community agencies to provide tutorial services for the community.

The project was located in St. Lukes Episcopal Church Parish after it was found that the recreation building at Valley Park would not be available for the program. The facilities at the church included three small classrooms, one large assembly room, a kitchen, a storage room, and rest rooms. There was a small play area next to the facility, and the playground of Waverly Elementary School, across from the church, was also available for recreation activities.

Materials for the project were obtained from the South Carolina Council on Human Relations and the Richland-Lexington Economic Opportunity Agency. These materials included reading books, math books, SRA reading laboratories, phonics kits, arts and crafts supplies, and sports equipment. This equipment was returned at the termination of the project.

Tutees were recruited by door-to-door visitation in the community. This method possibly was not as successful as another might have been, but a large majority of the tutees were in need of remedial help in the basic skills. A Summer school was held in the public schools during the same period for children who needed additional help; therefore, many children who would have benefited from this program did not participate since they were in summer school.

Posters and flyers were placed on the campuses of the University of South Carolina, Allen University, and Benedict College in order to recruit tutors. Student leaders, chaplains, and administrators were also contacted to help with the recruiting. High school students were recruited by personal contact with persons whom I felt might be interested in tutoring. These persons were used as a channel to reach additional high school students.

Two full-time staff members were provided by the local sponsoring agency. These two Neighborhood Youth Corp summer students helped with the tutoring, recreation activities, and clerical work. Two VISTA volunteers, who have been placed in the Waverly area by the local sponsoring agency, conducted the arts and crafts activities.

The tutoring sessions were held each afternoon from 1:00 to 5:00 (Monday-Friday). Arts and crafts activities were held on Tuesday and Thursday. Some time was allotted for recreational activities each day. Occasional field trips were held as part of the enrichment phase of the program.

DESCRIPTION OF THE PROJECT AREA

Waverly Neighborhood, designated as census tract 13 in the Columbia, S. C., Standard Metropolitan Statistical Area, is centrally located in the thriving capital of the state. The area has a population of 7,371. Of this number, 6,548 or 88.8 percent is non-white. Waverly is typical of other urban disadvantaged neighborhoods. The following are characteristics of this community:

(1) A lack of male identity in the home can be seen by the number of persons under 18 years old who are living with both parents. Of the 2,850 persons under 18 years old in the area, only 1,757 or 61.65 percent live with both parents. The majority of the remainder live with their mother, grandmother, aunt, or other female guardian.

(2) A low level of family income can be seen by the median family income of $2,611, and 57.9 percent of the families earn less than $3,000 per year.

(3) Low educational achievement can be seen by the median (8.5) school years completed for persons over 25 years old. Only 28.1 percent of the persons 25 years old and over have completed high school or more. A portion of this small percentage is due to the fact that many college and university faculty members live in the area.

(4) Negative self-concept.

(5) Waverly has 2,045 housing units of which only 1,298 or 63.4 percent are considered sound. Of the 1,298 sound units, 292 units do not have all plumbing facilities. 837 units either share a bathroom with other units or have none. The median number of occupants per housing unit is 2.9, and 26.5 percent of the units have a persons-per-room ratio of 1.01 or more. Of the total number of units 66.8 percent were built before 1940.

(6) The median value of the owner occupied housing units in the area is $8,000 with 24.3 percent of the units valued at less than $5,000. The median gross rent for renter occupied units is $44 per month.

(7) Excessive health problems including tuberculosis and syphilis.

(8) A high rate of juvenile delinquency as reflected in the high number of juvenile arrests.

There are 2,057 males 14 years old and over in this census tract. Of these, 1,379 or 67 percent are in the labor force. About 4.8 percent of the male civilian labor force is unemployed. In the male labor force 39.7 percent are classified as service workers or laborers. Only 10 percent hold professional, technical or managerial positions. There are 2,911 females 14 years and over in this area. Of this number 1,236 or 42.5 percent are in the labor force. Some 3.1 percent of the female civilian labor force is unemployed. Studies show that 42.2 percent of the female labor force are private household workers. Of the 2455 persons employed, 1916 or 78 percent are private wage and salary workers, 437 or 17.8 percent are government workers, and 102 or 4.2 percent are self-employed workers.

PROJECT ACTIVITIES

Tutoring activities included reading, mathematics, spelling, and phonics,primarily. Spanish, history, and educational games such as Scrabble were used to spark the enthusiasm of the tutees. A large majority of the tutees were deficient in reading skills; therefore, reading was the major emphasis in the tutoring phase of the project.

Arts and crafts activities were conducted by two VISTA volunteers who were also working in the Waverly Neighborhood. Activities included straw painting, finger painting, charcoal drawing to music, toothpick art, and making mobile masks, mosaics, and paper mache animals. The tutees were very enthusiastic about the arts and crafts activities. Some of them showed considerable artistic abilities.

Recreation activities included all types of ball games, quiet games such as Simon Says and jacks, hikes, and other activities. These allowed the tutees to "let off steam" after a tutoring session.

Field trips were used as a reward for students who attended regularly and who were cooperative in the various program activities. Visits were made to the Columbia Art and Nature Museums, the S.C. State House, the Columbia Metropolitan Airport, and Valley Park. The tutees enjoyed the field trips very much. I feel they were educational and culturally-enriching experiences for the tutees.

A list of tutors and tutees and case histories of selected tutees are included in Section I of the Appendix. Most of the information in the tutee case histories was obtained from the tutee's school records.

CONCLUSIONS

The low educational level of the Waverly area as a whole and the poor school performance of elementary school students in the area point up the need for a program of this type. The children of this area are deficient in the basic school skills i.e. reading and number concepts. This is pointed up by their poor performance on standardized tests administered in the public schools. The gap between student ratings and their grade levels increases as the students progress in school. This broadening of the educational deficiencies of the students is due to the poor backgrounds the students have in the basic skills. For this reason a tutorial program with an emphasis on remedial reading and mathematics is greatly needed in this community.

Students in this area need to be encouraged to think creatively. Many of the students have abilities which have never been recognized or encouraged. I found that many of the tutees in the summer program had potential creative abilities, but that they had never been encouraged in these areas. This was especially true in the arts and crafts activities of the program. Creative writing is another area of deficiency for most of the students. The students do not know how to express even their daily experiences in writing.

Guidance is needed by most of the students in the area of setting their occupational and educational goals. I found that some students expressed a desire to go to college, law school, etc. who were presently performing several grades behind their grade placement. The students must be encouraged to set realistic educational and occupational goals. They must be informed of the opportunities which exist in vocational, trade, and technical schools. They must realize that the college or university is not the only source of educational advancement above the high school level.

The Waverly area needs supervised playgrounds and recreational activities. Valley Park, which lies in the area of greatest need in the Waverly community, is not currently being fully utilized. Waverly Elementary School's playground facilities and equipment were available this summer, but this school is not easily accessible to the areas of greatest need within the community.

The junior high and high school students of the area were not included in the summer program, but these groups also need a program of this type. Supervised recreational activities, tutoring in the different subject areas, guidance in goal setting, and social activities are the areas of need of this older group

of children.

The college students in the area need to be made aware of the needs of the community in which they are located. The college students often do not realize that these needs exist, because they are isolated from the community to some extent. After the students have been informed of the community's needs, they must be provided a means by which they can help to fill these needs. A program of the type which was conducted last summer can accomplish this goal. Many students are willing to help after they recognize the problems, but they must be given the framework in which to work. The participation of college students in this type of work is educationally, culturally, and socially broadening for the college student. At the same time it is helping to meet the needs of the community.

RECOMMENDATIONS

First, I would recommend that the present program for elementary school children be continued with tutoring in the basic school skills, arts and crafts, and recreational activities. This could be done by maintaining a small staff to serve as the link between the college campus and the community, and to supervise the activities of the program. College and high school students could be recruited to do the tutoring and to help with arts and crafts and recreation. The building used last summer has been made available for use during the school year. Materials and supplies would have to be secured since the materials used last summer were returned at the termination of the summer project to the South Carolina Council on Human Relations.

The program should be expanded to include tutoring in specific areas, and recreational and social activities for junior high and high school students. The staff of the elementary school program could supervise this phase of the program. College students could be used as tutors. The main problems arising from an expansion of this type would undoubtedly be lack of building space and conflict due to age variations among the tutees. But these problems could be met by having the older tutees meet in the early evening hours and the younger tutees meet in the afternoons.

A kindergarten should be established to meet the needs of pre-school children since the public school system does not provide for kindergarten at this time. The same building could be used for the kindergarten since the building would not be in use during school hours. A competent staff and materials would have to be secured. The Office of Economic Opportunity very possibly could provide the staff and materials for the kindergarten.

Adult groups should be established in the area to assist with and promote the programs for the children. These adult groups could be used to meet the needs of the adult populus for social and recreational activities. The educational needs of the adults of the area are being met adequately by the night school provided by the public school system. The community leadership should be organized and presented with this idea. Adults can be informed about these groups by house-to-house visitation, announcements in church services, posters, and flyers. Interested adults should be brought together, but they should be allowed to control and maintain their organization as they wish once it has begun.

My next recommendation involves the establishment of

playgrounds within the area and better utilization of Valley Park and the public school playgrounds in the area. The adult groups mentioned in the preceding paragraph can work on this project. They should contact the mayor, the city council, and the school boards about the matter. The mayor and the city council may not want to cooperate, but the community can virtually force them to do something about the situation if the entire community will back the idea. The school boards should be more cooperative and should be willing to allow the full use of the school playgrounds.

In conclusion, I would recommend that a program of tutor orientation and training be undertaken before the college students begin tutoring. Tutor orientation should include visits to the community and lecture-seminars. These would give the tutor a better rapport with the community and a better understanding of the needs of the community. Tutor training should include lectures and discussions of tutoring techniques. Tutors should be provided with tutoring manuals to give them insight into the problems, objectives, and techniques to tutoring disadvantaged children. These manuals can be obtained from other tutorial projects such as U. C. L. A. Tutorial Project, San Francisco State College Tutorial Project, Youth Educational Services, etc.

APPENDIX

TUTORS, TUTEES AND CASE HISTORIES

a. Tutors

Loretta Shiver, Benedict College
Gloria Collins, Benedict College
Dolley Stafford, Benedict College
Curtina Moreland, Fisk University
Susan Stone, teacher in Brookland-Cayce school system, 1966 graduate, University of South Carolina.
Ann Mayo, Columbia High School, 11th Grade
Lillian Geter, C. A. Johnson High School, 12th Grade
Peggy Nelson, C. A. Johnson High School, 12th Grade
Betty Lundquist, VISTA volunteer, rising junior at Lake Forest College, Illinois
Nancy Luschen, VISTA volunteer, rising junior at Southern Oregon College
John Califf, Duke University
Mrs. Dorothy Caramalis, 1967 graduate of the University of South Carolina
Wanda Herrin, W. A. Perry Junior High School, 9th Grade
Carla Washington, C. A. Johnson High School, 11th Grade
Lydia Pearson, C. A. Johnson High School, 11th Grade

b. Tutees

	AGE	GRADE
William Tyce Hankerson	11	7th
Milton Norman Brice	10	5th
Dale Vincent Brice	7	2nd
Cozett Hopkins	9	4th
Gwendolyn Brice	8	3rd
Joseph Lewis	11	7th
Darryl Earley	11	6th
Tony Allen Roberts	12	8th
John White	12	7th
Roosevelt Harris	12	7th
Catherine Johnson	9	3rd
Leroy Galen Epps	8	4th
Gerome Michael	6	1st
Yasmine Micheals	7	3rd
Willie Bryant	6	1st
Andria Augusta	6	1st
Georgetta Bryant	8	3rd
Jennifer Augusta	8	3rd
Cliff Bryant	4	
Milton Hawkins	8	3rd
Maurice Mayo	11	6th
Gloria Laysath	7	3rd
Brenda Leysath	10	5th
Diane Bates	10	5th
Tammy Blake	5	
Willie Lee Stroman	10	5th
Wendy Days	8	3rd
Anthony Jones	12	7th
Aaron Spenser Davis	6	1st
Moses Robinson Davis	7	3rd

CASE HISTORIES

Case Study I

Name: Milton Norman Brice
Address: 816 Tree Street, Columbia, S. C.

Date of Birth: August 23, 1956
Father: William Brice, Semi-skilled Worker
Mother: Carolina Brice, Unskilled Worker

Test Results:

Metropolitan Readiness 9-18-62
Evaluated as a "poor risk" in both reading and math

Metropolitan Readiness 9-24-63
Evaluated as "average" in reading and "high normal" in math for a total rating of "high normal"

School Performance and Grades:
He is a C and D student with satisfactory to unsatisfactory effort

Teacher Evaluations:
Repeated the first grade. Milton is a disturbed and frustrated child; he sucks his thumb and day dreams. Milton suffers from undue restlessness. He is weak in reading but fairly good in number concepts.

Intern's Comments:
Milton needs remedial reading, but he does fairly well in mathematics. Milton has trouble concentrating on his work and is overly restless.

Case Study II

Name: Cozett LaVern Hopkins
Address: 816 Tree Street, Apt. 2
Phone: 252-8376
Date of Birth: September 28, 1957

Father: William Brice, Painter
Mother: Carolina Hopkins, Unskilled Worker

Test Results:

Metropolitan Readiness 9-24-63
Evaluated as a "poor risk" in both reading and arithmetic.

Metropolitan Readiness 9-22-64
Evaluated as "average" in reading and "high normal" in arithmetic for a total rating of "average".

Lorge Thorndike Intelligence Test 3-7-67
I. Q. measured as 77 on this test

Iowa Tests of Basic Skills 3-20-67
Grade placement of 2.9 received on this test taken during the second semester of the third grade.

School Performance and Grades:
Cozett is a C and D student with only satisfactory to unsatisfactory effort.

Teacher Evaluations:
Repeated the first grade.
She is interested in her work and is neat.
She is a "slow learner".

Health:
Cozett is bothered with a speech defect, but she has improved with therapy.

Intern's Comments:
Cozett needs additional help in reading and Mathematics. She gets along well with other children and is very well coordinated (physically).

Case Study III

Name: Gwendolyn Brice
Address: 816 Tree Street, Apt. 2
Phone: 256-6745
Date of Birth: March 11, 1959

Father: William Brice, Occupation: Semi-skilled worker
Mother: Carolina H. Brice, Occupation: Unskilled worker

Test Results:

Metropolitan Readiness 9-21-65
Evaluated as "low normal" on reading and arithmetic.

School Performance and Grades:
Gwen is a C student with good to fair effort.

Teacher Evaluations:
She is interested in her work but has difficulty working independently due to poor comprehension.

Intern's Comments: Gwen is an active, vivacious child, but she needs a lot of guidance in her work.

Case Study IV

Name: Darryl Earley
Address: 2521 Brathon Street
Phone: 253-2770
Date of Birth: March 9, 1956

Father: Joshua Earley (deceased), former Mechanic
Mother: Ola Earley, Teacher

Test Results:

Metropolitan Readiness 9-18-62
Evaluated as "high normal" in reading and "average" in arithmetic for an overall rating of "average".

California Reading 10-2-63
Received a grade placement rating or 3.8 on this test taken at the beginning of the second grade.

Metropolitan Achievement 9-29-64
Tested at the beginning of the third grade, he received the following grade placement ratings:

word knowledge 3.2
word discrimination 3.1
reading 3.5
spelling 3.1
language 3.3
arithmetic comprehension 3.5
arithmetic problems 3.1

Lorge Thorndike Intelligence
9-21-65 I. Q. measured as 109

School Performance and Grades:
Darryl is a B and C student with excellent to good effort.

Teacher Evaluations:
Very good work in the first through the third grades. Darryl is too careless. His parents are interested and are very cooperative.

Intern's Comments: Darryl's reading skills are above average. He has some difficulty with arithmetic, but this is primarily due to carelessness. Darryl is interested in music and sings quite well (he sang the theme from The Sound of Music for the students one day.)

Case Study V

Name: Leroy Galen Epps
Address: 998 Heidt Street
Phone: 765-2504
Date of Birth: October 23, 1958

Father: Leroy Epps, Occupation not listed
Mother: Mamie Epps, Occupation not listed

Test Results:
Lorge Thorndike Intelligence
Received a 93 on the verbal part and a 90 on the non-verbal part for an I. Q. measurement of 93.

Iowa tests of Basic Skills
On this test taken during the second semester of the third grade, he received the following grade placement ratings:

vocabulary	2.3
reading	2.3
spelling	2.1
capitalization	2.5
punctuation	3.0
usuage	3.1
map reading	2.7
graphs, tables	2.7
reference materials	2.4
arithmetic problems	2.7
arithmetic problems	2.7
total	2.6

School Performance and Grades:
Leroy is a B, C, and D student (mostly C's) with good to fair effort.

Teacher Evaluations:
Leroy needs supervision in order to work well; he needs additional help in reading and arithmetic.
Leroy is cooperative and willing to participate. He gets along well with his peers. Expresses himself fairly well and his ability to retain is good.

Health:
Leroy has gained a lot of weight in the past year, but this does not seem to hamper his physical activity.

Intern's Comments: Leroy is a good bit overweight and was kidded by the other children because of this; he was not bothered bery much by this kidding and seems to be well adjusted. Leroy is slightly below average in the basic school skills.

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4. Mr. Joe Winter, Director
Department of Urban Development, City of Columbia

5. Mr. William C. Wilson, Assistant Director
Parks and Recreation Department, City of Columbia

6. Father William F. O'Neal, Pastor
St. Luke's Episcopal Church

7. Mrs. Beatrice McKnight, Urban Renewal Project
Office of Economic Opportunity

8. Mrs. Elizabeth Taylor,
Urban Renewal Project, O.E.O.

9. Rev. C. J. Hammet, Chaplain,
U.S.C. Presbyterian Student Center

10. Mr. Bob Alexander, U.S.C
Wesley Foundation

11. Pastor Carl Ficken, Chaplain,
U.S.C. Lutheran Student Center

12. Rev. G.J. Odum, Pastor
Bethlehem Baptist Church

13. Mr. John Mishoe, Student
Benedict College

14. Miss Ruth Bentley, Student
Benedict College

15. Mrs. Dorothy Caramalis, U.S.C.

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3. "Waverly Elementary School Report"

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5. "Tutor's Manual", San Francisco State College Tutorial Program

6. "Tutorial Manual", Project S P E E D - U P

STATISTICS

a. Population

Total Population		7,371
White		823
Negro		6,539
Other		9
Population in Households		6,916
Population in Group Quarters		455
Inmate of an Institution		298
Other		157
Population per Household		3.59

Marital Status:

	Male	Female
Total, 14 years and over	2,057	2,911
Single	685	844
Married	1,264	1,484
Separated	124	292
Widowed	82	508
Divorced	26	75

a. Population (continued)

Population by Age and Sex

	Male	Female
Total	3,220	4,151
Under 1 year	110	
1 year	104	125
2	88	112
3	87	85
4	83	92
5	79	93
6	101	95
7	78	73
8	78	93
9	77	76
10	78	81
11	78	109
12	69	63
13	54	73
14	55	70
15	63	53
16	35	72
17	55	74
18	43	69
19	81	94
20	70	116
21 years and over	1,655	2,331
Median Age	22.0	24.3

b. Family income in 1959

	Number of Families	Percent of Total	
Under $1,000	299		19.76
$1,000-$1,999	270	57.9	17.85
$2,000-$2,999	307		20.29
$3,000-$3,999	278		18.37
$4,000-$4,999	119		7.20
$5,000-$5,999	107		7.07
$6,000-$6,999	43		2.84
$7,000-$7,999	33		2.18
$8,000-$8,999	15		.99
$9,000-$9,999	13		.86
$10,000-$14,999	18		1.19
$15,000-$24,999	-		-
$25,000-and over	11		.73
	1513		100%

Median Income:

Families	$2,611
Families and unrelated individuals	$1,493

c. Education

School Enrollment

Total Enrolled, 5-34 years	2,149
Kindergarten	22
Elementary	1,229
High School	386
College	512

Years of School Completed: Persons 25 Years old and over

	# of cases	% of Total
No. School years completed	166	4.9%
Elementary School:		
1-4 Years	585	17.1
5-7 Years	763	22.3
8 Years	407	11.9
High School:		
1-3 Years	536	15.7
4 Years	392	11.5
College:		
1-3 Years	189	5.5
4 Years or more	379	11.1
	3,417	100%

Median School Years Completed: 8.5

d. Employment

Male, 14 years old and over	2,057
Labor Force	1,379
Percent of Total	67.0
Civilian Labor Force	1,321
Employed	1,257
Unemployed	64
Percent of Civ. L. F.	4.8
Not in Labor Force	678
Female, 14 years old and over	2,911
Labor Force	1,236
Percent of Total	42.6
Employed	1,198
Unemployed	38
Percent of Civ. L.F.	3.1
Not in Labor Force	1,675
Married Women in L.F., husband present	456
With own chiodren under 6	137

d. Employment (continued)

	Male		Female	
Total, Employed	1257		1198	
Professional, Technical, and Kindred Workers	96		185	
Managers, Officers, and Proprietors, including farmers	30	10%	8	
Clerical and Kindred Workers	34		55	
Sales Workers	24		---	
Craftsmen, Foremen, and Kindred Workers	176		---	
Operatives and Kindred Workers	139		64	
Private Household Workers	9		506	42.2%
Service Workers, Except mining	262	39.7%	233	
	237		---	
Occupation not reported	250		147	

e. Means of Transportation to Work

All Workers (including Armed Forces)	2,447
Private Auto or Car Pool	964
Railroad	3
Bus	863
Walked to Work	366
Other means	55
Not Reported	196

Place of Work

Inside SMSA	2,201
Columbia City	2,073
Remainder of Richland County	101
Lexington County	27
Outside SMSA	53
Place of work not reported	193

f. Housing

Total Housing Units	2045
Owner Occupied	511
White	7
Nonwhite	504
Renter Occupied	1415
White	275
nonwhite	1140
Available Vacant	65
For sale only	4
For rent	61
Other Vacant	54

Number of Rooms:

1	60
2	37
3	780
4	412
5	335
6	230
7	108
8 or more	83
median	3.9

Number of Bathrooms:

1	1127
More than 1	81
Shared or None	837

f. Housing (continued)

Persons per unit:

1	317
2	504
3	320
4	229
5	197
6 or more	359
Median:	
All occupied	2.9
Owner	3.1
Renter	2.9

Persons per room:

.50 or less	648
.51 to .75	403
.76 to 1.00	364
1.01 or more	511

Year Structure built:

1950-March 1960	79
1940-1949	599
1939 or earlier	1367

Year moved into unit:

1958 to March 1960	670
1954 to 1957	443
1940 to 1953	560
1939 or earlier	253

f. Housing (continued)

Value:

Owner occupied	481
Less than $5,000	117
$5,000-$9,900	207
$10,000-$14,900	94
$15,000-$19,900	38
$20,000-$24,900	14
$25,000 or more	$8,000

Gross Rent:

Renter occupied	1415
Less than $20	89
$20-$39	463
$40-$59	653
$60-$79	155
$80-$99	22
$100-$149	12
$150 or more	--
No cash rent	20
Median	$44.

Autos Available:

1	735
2	93
3 or more	10
None	1088